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ABSTRACT

Developed by a third-grade teacher in a Bronx, New York, Catholic elementary school, "Dare to Care" is a school program that teaches elementary school children to develop a caring attitude toward themselves, others, and their environment. This paper describes the elements and institution of the Dare to Care program. Factors contributing to the child's sense of empathy, include: family influences, the role of television, and their community environment. The main components of the program are considered, including: (1) the importance of parent involvement; (2) a writing program in which children keep a caring journal; (3) conflict resolution role playing, in which the students are given the freedom to discuss inappropriate and appropriate outcomes of conflicts; (4) games and activities; (5) children's literature to which the children can relate their own experience; and (6) parent evaluations, in which parents give feedback concerning the success of the program. (Contains 46 references.) (JPB)

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DARE TO CARE

An Innovative Program Teaching Elementary Students The Importance Of Caring

Margaret Singleton

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DARE TO CARE

An Innovative Program Teaching Elementary Students The Importance Of Caring

ABSTRACT

"Dare To Care" is a program that brings to light the importance of teaching young children to develop a caring attitude towards themselves, others, and their environment. The program was developed by a third grade teacher in a K-8 catholic grammar school, located in Bronx, New York. Whether a child develops feelings of empathy, throughout their life, depends on such influences as family, television, and the environment in which they are raised. These influences can be positive, as well as, negative. The program is geared toward children, who have not yet established a sense of caring, by the time they have entered school. The main components of the program are parent involvement, a writing program in which the children keep a caring journal, conflict resolution role playing in which the students are given the freedom to discuss inappropriate and appropriate outcomes to conflicts they have been involved in, games and activities in which the children are taught how to treat others, children's literature in which children can relate their own experiences to those in stories, and finally parent evaluations in which parents give feedback concerning the success, or lack of success within the program. The program has already proven to be successful within a classroom setting and can be modified to be utilized with any age group.

> An adult's job is to communicate to children, not only the possibility that life has meaning, but the reality that it is they who have the responsiblity to bring that meaning into being in their daily lives. Our job is to inspire children to see the world as filled with opportunities for greatness, for beauty, for joy, for blessings beyond measure including the transforming, life-changing power of love (Reuben, 1994, p. 211).

None of this can be possible without internalizing in a child the power of caring.

How do we teach children to care about themselves? Family? Friends? School? The world and people around them? How do we teach children that behaving in a kind and responsible way will lead them to happier lives? How do we teach children human decency which is needed to make the world they live in a better place? These are questions that every educator should be striving to answer. When

I chose teaching as an occupation, I knew that it was much more than a job. As many people have said or heard to be a teacher is a calling. A calling to shape the intellect and emotional intelligence of another human being.

All teachers must come to the realization that academics are no longer our only concern. We are obligated, if we are to truly fulfill our task, to teach the child as a whole entity. The child's being goes far beyond learning reading, writing and arithmetic. Nell Noddings, the author of The Challenge to Care in Schools, I found to be very supportive of these ideas. She states,

> Education should be organized around themes of care rather than the traditional disciplines. All students should be engaged in a general education that guides them in caring for self, intimate others, global others, plants, animals, the environment, the human-made world and ideas. Moral life should be embraced as the main goal of education (1992, p. 173).

What does it mean to care? I believe it is to internalize a feeling of empathy; to feel a sense of responsibility; to pay close attention; to be concerned; to have a liking towards someone or something. This simplistic definition, many would take for granted as "normal" behavior with which a child would be raised. Unfortunately this is no longer true and can no longer be presumed by educators.

> Through a young child's experience of attachment, the child observes and learns how people care for and hurt each other. The experience of attachment profoundly affects the child's understanding of human feelings and how people should act toward one another. Thus, the different dynamics of early childhood attachment lay the groundwork for two moral visions, one being justice and one being care (Gilligan, Ward & Taylor, 1988, p. 115).

Unfortunately many children are entering school without this groundwork already in place.

> One of the greatest tasks of teachers is to help students learn how to be recipients of care. Those who have not learned this by the time they have entered school are at great risk, and their risk is not just academic. Unless they can respond to caring attempts, they will not grow, and they will certainly not learn to care for others (Noddings, 1992, p. 108).

FAMILY INFLUENCE

I believe there are several factors which contribute to a child's lack of ability to care. One being the disintegration of the "traditional" family. Children are coming from homes with both parents in the work force, or a single parent household, with a full time worker. Parents are consumed with financial burdens and no longer have the time or energy to teach their children basic social skills. Parents are teaching their children through example, unfortunately the example is, it is more important to work, have money, and buy things, then to spend quality time with their families. Children are learning only to be interested in material belongings. I believe parents can work and still teach their children to have a sense of caring. Parents can teach their children to care through their own daily behavior. The way they take care of themselves, the way they communicate and act toward others, and the way they interact with the world around them. Whether a parent works or not, all these things go on, on a daily basis. By living their life in a "caring" way they will set the greatest example for their children. "Do as I say, not as I do" is the greatest mistake a parent can make. Children are more likely to emulate the actions of someone they respect, than to heed words spoken that do not appear to be significant to the messenger.

TELEVISION INFLUENCE

Second, I believe television is a tremendous negative influence on young impressionable minds, not yet grounded in sound emotional standards.

> When we combine the enormous number of hours that young people sit in front of the TV each week with the decrease of adult supervision, support, and direction, we can readily see why the electronic babysitter has such a negative influence on young minds. The TV, with its aptitude for modeling the most anti-social, anti-caring behaviors, has filled a void in the character formation of today's youth. If the child wants to learn how adults learn to laugh, he or she needs only to copy the art of the put-down in today's situation comedies and cartoon shows. If the child wants to learn how adults solve problems, he or she needs only to watch the horror movies and the detective shows to master the arts of "shoot-em-down" or "beat-em-up". Love and kindness? Cooperation? Just review the soaps. Mutual support and caring? Try "family" shows such as the Simpsons. Given the average student's average ingestion of TV it is a wonder that any positive behavior occurs on the playground or in the classroom (Bellanca, 1991, p. 8).

ENVIRONMENTAL INFLUENCE

Lastly, I believe the environment in which they live can be an influence on a child, who does not have a secure family oriented upbringing. In today's society, there is a standard of thinking; "nice guys finish last" or "every man for himself". If a child is exposed to this way of thinking, we can not expect them to become caring, responsible, respectful grown people. With negative environmental philosophies bombarding children, they are in dire need of strong positive role models. These role models need to come from the stable environment of their schools; which leads me to my plan of action.

DARE TO CARE

The program I will be describing, I have entitled "Dare to Care". A dare to administrators, parents, teachers, and students. A dare to get involved. A dare to care about the people and places around you. A dare to be an empathetic and compassionate person, to enable the world, to be a caring environment. A dare to come to the realization that one person caring can make a difference and be contagious.

I began to think about developing a program based on the premise of "learning to care" after only a short time teaching. My thoughts were drawn to this, because it was the primary reason I entered the teaching profession. I dared to care. I dared to make a difference. I dared to make my point of view contagious. I now dare you to continue reading and then incorporate these ideas into your teaching day.

I am a third grade teacher. The school in which I am employed is a catholic K-8 grammar school, located in the Bronx, in New York City. My class enrollment is 36 students; 13 boys and 23 girls. They are of African American decent. 15 out of the 36 children live with two parents. The remaining 21 live with one parent. Out of the 15 children living with two parents; 11 have both parents working and 4 have one parent working. Out of the 21 children living with one parent; 17 are working and 4 do not work. The 15 children, who live with both parents; 6 go to afterschool programs and 9 are with a parent afterschool. The 21 children, who live with one parent; 8 go to afterschool programs and 13 are with family members afterschool.

Within the first month of school I meet 98 percent of my students

guardians. The small percent unable to meet me in person, I speak with on the telephone. From the interactions I have with parents, I am able to get a sense of the level of genuine interest the parent demonstrates for his/her child. I believe this level ranges from one end of the spectrum to the other. There are always going to be family situations that fall in the lower end of the spectrum, due to unknown circumstances. On the whole, a large percentage fall toward the higher end of the spectrum. I believe in my environment, this is the case because parents are paying for their child's education. Since the economic status of these parents are lower-middle class, this variable leads one to believe that there is a high level of concern being experienced in their homes. If a child lives in an environment that fosters caring and empathetic feelings, it is safe to say the child will demonstrate this type of behavior in a school setting. However, if a child does not live in an environment that fosters caring and empathetic feelings this does not mean that a child can not be taught how to care and demonstrate feelings of empathy.

"The capacity for empathy is obviously something we are born with. And just as obviously, it doesn't develop in everyone to the same degree" (Schulman & Mekler, 1994, p. 58). However, empathy can be developed in a child through the involvement of the adults around them.

> Empathy motivates kindness and leads to altruism. When we feel for people, we want to act on their behalf. We want to protect them from harm, ease their suffering, make them happy. This relationship between empathy and altruism has been confirmed many times by research psychologists. They have evoked and measured empathy in various ways and usually found that high empathy leads to more

> helping, increased sharing, and a greater willingness to sacrifice in order to promote someone else's well being (Schulman & Mekler, 1994, p. 56-57).

The job, now, for the teacher and parent is to instill feelings of empathy in a child, which will lead them to be caring individuals.

> We know the brain is enormously malleable during childhood. The brains regulatory centers for emotional response are among the last parts to become anatomically mature. They continue to grow into adolescence. This is vitally important, because we're finding that the repeated emotional lessons of a child's life literally shape the brain circuits for that response. So if a child learns to manage his anger well, or learns to calm or soothe themselves, or to be empathetic, that's a lifelong strength. That's why it's so critical that we help children develop the skills of emotional intelligence (O'Neil, 1996, p. 9).

"The challenge for teachers is to create an environment that stimulates and encourages positive teachable moments for their students, and to act each day knowing that every action might be the one that students choose to emulate" (Reuben, 1994, p. 8). I believe teachers who truly want to instill caring and morally sound behavior need to demonstrate such behavior and share their high standards of human behavior with their students. Teachers who are not openly passionate on these ideas can not create a strong impact.

To develop a "Dare to Care" program in your classroom, you need to decide what your goals will be, and what you think the most advantageous steps would be to follow. I have decided on the following: 1) Parent involvement 2) Caring journal 3) Conflict resolution role playing 4) Games-Activities 5) Literature and 6) Parent evaluations.

PARENT INVOLVEMENT

The main key for success with any program you attempt with your

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students will have a higher rate of success if you get the family involved with what you are trying to accomplish. Speak to the parents, be honest, explain your goals, your concerns, and give them the opportunity to do the same. Be available to parents and visible for parents to feel comfortable approaching you. Have an attitude that you are at their service. The service being, a participant in molding their child into the best person they are capable of becoming. Be perfectly clear this goal cannot be reached without their support and involvement.

Within the first three weeks of school speak to all parents. The standard of behavior expected from their child, needs to be outlined clearly. Classroom rules and expectations need to be understood by all for a strong foundation. Classroom guidelines such as, be kind with words and actions, take turns to speak, listen carefully when others are speaking, take special care of your classroom's supplies, and take special care of your personal belongings, are very important for all to follow and respect.

The first two weeks of school, I have classroom discussions everyday with the children about these guidelines. We talk about how they feel about the guidelines; if they feel the guidelines are important and why they are important; what they think would happen if we did not follow them; and how it can help the students learn if everyone does follow the guidelines. You might think to yourself having this same discussion everyday is a waste of valuable academic teaching time. From experience, I know that it is not only "not" a waste of time but in the long run a time saver. By discussing important matters with the children on a continuous basis they begin

to internalize these ideas and understand the great importance of this type of behavior. After the first few weeks of school have passed, I continue the discussions on a weekly basis. These discussions take place on a Monday morning, to start the new week with positive feelings towards caring for each other.

Our classroom's most important guideline we refer to as the "Golden Rule", which states, "Do unto others as you would want done to you". As you can read, our Golden Rule is nothing original, however of utmost importance. This is a rule that has been followed by people for hundreds of years. However, as the years pass, my opinion is that, it is not as widely used as it should be. I think the "Golden Rule" is a way of thinking that should be discussed in every classroom throughout the world, regardless of the ethnic or religious background of the school. These simple words send the message to CARE about people, to have EMPATHY, to show RESPECT for the people and things around us. These are the basics that children need to be brought back to.

> In many ways, the core of moral social behavior is respect. It is at the heart of the Golden Rule. Treating kids with respect, creating an ethical environment for them in which to grow up and experience family life, means to treat them as valuable human beings with their own inner worth, self-respect, and dignity. Raising ethical children involves establishing an environment that nurtures through actual living on a practical level the same values that you desire to impart. For example, to encourage your children to show respect for the opinions of others, you must demonstrate that you respect their opinion as well (Reuben, 1994, p. 137-138).

The "Golden Rule" is displayed on a bulletin board in the classroom. The words are written in gold construction paper. Pictures of caring acts are placed around the area. This bulletin board remains

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the same throughout the entire school year. Lessons change, seasons change, holidays change, but this way of thinking should never change. This bulletin board is prepared before the students and parents ever enter the room. It is then discussed in length with students and parents. Parents make the commitment that they will use the "Golden Rule" in their homes, by incorporating it into their family life, as I will incorporate into their school life. By the children witnessing this teamwork and belief in this rule it will help them come to an understanding of its importance. Although the next few sections will discuss methods to be used in the classroom, they also can be shared with the parents. The parents can ultimately be partners in all you do.

CARING JOURNAL

Journal writing, within a school setting has become very popular in recent years. The beliefs and ideas behind the concept of journal writing is not a new phenomenon for educators at this time. I have taken this basic idea and made a slight change to it. Instead of the students writing in a "journal" everyday on various topics, I have converted it to a "caring journal", which has one major theme, which is obviously caring. Although this is a daily activity performed in school, I also incorporate the family in this project. This is just another simple way to get parents involved. I begin the assignment slowly, only with the children, as to get the children acclimated to the idea, and the way of thinking connected with the journal. I begin with each child being required to perform a daily good deed. The good deed is given to them as a homework assignment. The students should be given the opportunity, if they so desire to

discuss the good deed, and how they felt about completing it with their family and classmates. The first two weeks the assignment is informal and just the beginning of a larger project. After the parents become more aware of their child's daily good deed, and the child becomes more aware of the importance of performing good deeds, then I begin to create a more structured family/school project. First, a letter is sent home to the parents mentioning the previously completed good deeds, a description of the upcoming activities, and the importance of becoming involved in this project. The explanation describes the good deed take home sheet and the "caring journal". What I mean by this, is very simple and can easily be done in any setting, and modified for any age group. At the beginning of each week, a letter is sent home stating 7 good deeds for the week. The family works together throughout the week to complete these good deeds. The parents are encouraged to modify good deeds for their home setting if necessary. They are also encouraged to make additions to the list. Within that 7 day period, the child is coming to school daily, and making entries in their "caring journals". The entries are based on their experiences and feelings concerning their good deeds. In their "caring journal", they may write, illustrate or choose to do both. They can write or draw about what they did, what their family did, how it made them feel or how their families felt about the good deed. Any other thoughts the child has should be encouraged. Also, encourage the expression of feelings. Teach children to include sentences that begin with "I feel". Each day the child will make an entry about a different good deed. When the week has ended all good deeds from the take home sheet will have been written about

or illustrated. The following week a new good deed sheet will be sent home and the process continues. Make time available for children to share their journals with their classmates, however, it is not necessary for the "caring journal" to be shared if the child does not wish. Also, encourage the journal be brought home to be shared with families. After you have started this project in your classroom and feel confident in its success, you may wish to get other faculty involved. At the present time, I am sharing this idea with the entire faculty at my school. We are incorporating this project into every classroom; which coincides with our school's philosophy.

CONFLICT RESOLUTION ROLE PLAYING

> Role playing is highly involving, enjoyable for students of all ages, and does an especially good job of fostering perspective-taking. When you have to play a certain role in a moral situation, you really enter into that person's view, think how he thinks, feel how he feels (Lickona, 1991, p. 261).

Role playing is one technique that can easily be administered and has been noticeably effective within this program.

> Another technique for sensitizing a child to someone else's perspective is role-exchanging. In role-exchanging two people sit facing each other and discuss some area of mutual concern. But each responds as if he were the person facing him, in effect, stating and arguing for the other person's point of view. This is an effective way to help two people resolve a conflict since it forces each to see the issue dividing him from the other's perspective. When you argue for another person's position, it becomes clear whether or not you really know what his or her concerns are in the conflict between you. Each party can then correct each other's misconceptions (Schulman & Mekler, 1994, p. 41).

Depending on the age of your students, you would have to decide which method and specific lessons would be appropriate. Role playing and

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role-exchanging are equally effective methods, however it is my opinion that role playing is more suitable for the primary grades. Role-exchanging is a more complex method and might create confusion to a younger child. Role playing or role-exchanging would be equally appropriate for the older student. To begin our lessons on conflict resolution, the children discuss in a group what it means to have a conflict, as well as, what it means to resolve a conflict. The students brainstorm ideas of different conflicts they have experienced and how it makes them feel. We discuss 3 different possible outcomes. The conflict can come to an end with a winner and a loser, two winners, or two losers. Our goal is to learn how to solve conflicts with an outcome of two winners. A very successful lesson, that I have used for the past few years is based upon 6 different pictures, all depicting conflicts. The pictures are distributed to students randomly for group discussions. The groups are instructed to decide what type of conflict is portrayed in their picture, and what they think would be an appropriate resolution. After this has been agreed upon, they continue to work together to create a skit, which will be performed for their classmates. The skit will be an enactment of the conflict and a resolution, which the group has decided on. There is a pause during the skit between the two parts, to give the audience the opportunity to discuss their interpretation of the conflict, and how they think it could be solved. Each group is given the opportunity to perform and receive feedback from their classmates. To complete this lesson effectively, you will need to devote many periods over the week to the topic. All the time spent on it is well worth it. The students enjoy the process and gain a great deal of

insight into conflicts they have been a part of in the past. They truly become enlightened, and will be able to utilize what they have learned in their everyday lives. Through discussion and much practice, you are helping students gradually progress toward the goal of solving their conflicts without outside intervention. Resources that I have found to be a great benefit are: Conflict Resolution by the Community Board Program, Inc. (additional information unknown), Life Lessons For Young Adolescents - An Advisory Guide For Teachers by Fred Schrumf, Sharon Freiburg and David Skadden, and I Can Problem Solve, An Interpersonal Cognitive Problem-Solving Program by Myrna B. Shure.

GAMES - ACTIVITIES

There are many important values children can learn through game playing. Teaching children to cooperate and play by the rules, rather than living their life guided by selfish acts, leads to happier experiences. Games teach children about fairness, what it means to be a good sport or a good loser. Learning all these things at an early age, can lead to many happier times in the playground, the classroom and even in their career later in life. Inventing games to play with your students may not always be easy, but can be done if you so desire. However, if you do not feel comfortable or creative to do this on your own, have no fear. There are many resources you can obtain from the library or book store. A few resources which I have found to be helpful are: Peace Begins With Me; Empowering Children To Be Peacemakers by Vergilia Jim, OSF, and Claire Langie with Anne Dolan; Peace Education: Enhancing Caring Skills And Emotional Intelligence In Children by Gwendolyn Duhon-Haynes; Everybody Wins! 100 Games Children Should Play by Dianne Schilling

and Terri Akin; Caring And Capable Kids: An Activity Guide For Teaching Kindness, Tolerance, Self-Control And Responsibility by Linda K. Williams; Helping Your Child Learn Responsible Behavior by Edwin J. and Alice B. Delattre; and Teaching Your Children Values by Linda and Richard Eyre.

Two games toward which the children have shown noticeable favoritism are "The Sherlock Holmes Game" and "How would you feel if".

> A concrete procedure for teaching your students how to observe others carefully and become sensitive to their feelings is the Sherlock Holmes Game. It is suggested for children in the five to nine year old range, however can be adapted for an older child. Start by making it clear to the children that the purpose of the game is to teach them something important to carry into their daily life (Schulman & Mekler, 1994, p. 30).

Give the children an explanation of the objectives of the game. Explain that Sherlock Holmes was a detective who solved crimes. He was able to solve crimes because he studied people carefully. The goal of the game is to study one person, learn about the things they like, and then choose something special to do for them. The children can play this in school, as well as, at home with their family and friends.

The second game "How would you feel if", is the type of activity they can participate in during their conflict resolution role playing. However, the game can also be easily played in other situations. The goal is to enable the children to create feelings of empathy. There are hundreds of other games among the resources mentioned, which can be incorporated into your regular curriculum. I am confident teachers will find these resources useful, as well as, filled with

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highly successful methods.

LITERATURE

> Stories, read or told, have always been among the favorite teaching instruments of the world's great moral educators. Stories teach by attraction rather than compulsion; they invite rather than impose. They capture the imagination and touch the heart. All of us have experienced the power of a good story to stir strong feelings. That is why story telling is such a natural way to engage and develop the emotional side of a child's character (Lickona, 1991, p. 79).

Every classroom should be equipped with a large variety of books. These books should be age appropriate and teach valuable lessons. If funds are not available to aid a teacher in the purchase of story books, there are other avenues to consider. There are children's book clubs, that offer free books to a teacher with an order from the class. The book club I have used for many years, which I have received an abundance of free books from, is Troll Book Club. Another alternative is to encourage children to visit a local library on a weekly basis. You may want to create a classroom incentive plan to track actual library visits, and books read. Last, the teachers themselves can visit the library weekly and check out a variety of books for the children to read. "If you share more books with empathetic characters in them, the children vicariously experience more models for caring behavior and have more opportunities to discuss the meaning of being helpful, considerate people" (Lamme & McKinley, 1992, p. 1).

Through carefully chosen books and story telling you can

> inspire children to turn away from cynicism and egoism by teaching them about people who lead principled lives. Inspire their faith in humanity by teaching them about the moral heroes of the past and present. Teach them that taking other

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> people's needs and feelings into consideration is not a weak or self-defeating strategy. Kindness tends to be reciprocated, not always, but often (Schulman & Mekler, 1994, p. 223).

An article which I came across in my research entitled, Creating a Caring Classroom With Children's Literature by Linda Leonard Lamme and Linda McKinley gives an extensive list of children's picture books, with caring as its major theme. The article is broken down into several categories; caring for the sick, caring for the less fortunate, caring for special friends, caring for our neighbors, caring for our siblings, caring for parents and grandparents, caring for animals and caring for our environment. From this article, I have chosen a few of the books listed to read to my class. The children not only enjoyed the stories but learned valuable lessons. The following list of books are from the above mentioned article, as well as, other books I have chosen to utilize in my "Dare to Care" program; Miss Rumphius by Barbara Cooney, Alison's Zinnia by Anita Lobel, The Empty Lot by Dale H. Fife, Three Good Blankets by Ida Luttrell, A Chair for My Mother by Vera Williams, One Morning in Maine by Robert McCloskey, The Maggie B by Irene Haas, Snow Country by Marc Harshman, Come a Tide by George Ella Lyon, What Goes Around Comes Around by Sally Ward, Just Like Max by Karen Ackerman, Uncle Willie and the Soup Kitchen, by Dyanna DiSalvo-Ryan, A Special Trade by Sally Whitman, Wilfred Gorden McDonald Partridge by Mem Fox, Just A Dream by Chris Van Allsbury, Playground Series by Kate Petty and Charlotte Firmin, Feelings and Manners by Aliki, Oh, Bother! Someone Won't Share by Nikki Grimes, What Do You Do Dear? Proper Conduct For All Occasions and What Do You Say Dear? A Book of Manners For All Occasions by Sesyle Joslin, The Berenstain Bears Series by Stan

and Jan Berenstain, Adventures from the Book of Virtues Series adapted by Shelagh Canning, and The Children's Book of Virtues edited by William J. Bennett.

One book I would like to describe is the book entitled Wilfred Gorden McDonald Partridge by Mem Fox. This is a story about a boy, who visits a nursing home and develops a wonderful relationship with an elderly woman. This story is appropriate for my students because during the past two years they have been corresponding with a local nursing home. The entire school, on a monthly basis, writes letters and draws pictures for the men and women who live in the nursing home. The class has also gone to the nursing home to put on a production of "Beauty and the Beast" and "The Lion King". These are just a few other ideas, that you can undertake, to teach your students to become caring individuals.

"If we do nothing in our classrooms but teach children how to be nice to each other, we will have taught them a life skill that will enhance the quality of their lives" (Lamme & McKinley, 1992, p. 65).

PARENT EVALUATION

It is imperative to obtain parent feedback with any program you decide to utilize with your students. If you do not have the input of parents you can not truly evaluate the success of the program. Throughout this program there is a high level of parental involvement. By making this an important aspect of the program, you are able to have ongoing feedback from the parents. The caring journal and good deed sheet, which the family takes part in, creates open communication on a weekly basis. When the children return their

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completed good deed sheets, there are many notes of encouragement from the parents. Parents also add on extra good deeds, as well as, write suggestions for future good deeds. The following is a list of possible ideas teachers and administrators can use to generate parent evaluations, in order to determine the success of a program: home survey, parent/teacher follow-up meeting, develop leadership roles for the parents within the program, and parent workshops.

CONCLUSION

In conclusion, Dare to Care is a program in the making, which may not be perfect, however has already proven to be successful within a school setting. You must remember, whether you choose to use part of this program or all of it, that the goal is to develop techniques that will instill, in today's youth, empathy - a sense of caring about themselves, others, and the world around them. I encourage you, to make this a priority. If you choose not to use the ideas given here, then please incorporate ideas of your own into a "caring" based program.

> Have faith in yourself. Have the courage to take the bold steps, to set the limits, to activate the consequence, to live your life each day so that you would be proud if your students/children followed in your footsteps. Then everyday will be a cause for celebration, and the world our children will create together will be a world of love, a world of moral vision, and a world of peace (Reuben, 1994, p. 235).

Take the dare, a dare to care, to take a stand and make a difference, to take responsibility and do all you can to create a caring world.

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